13.0   MSCE ENGLISH EXAMINATION SYLLABUS

13.1   INTRODUCTION

The Malawi Schools Certificate of Education English examination syllabus is there to assist teachers and learners to prepare effectively for the national examinations. It's a tool which when used together with the teaching syllabus shall guide candidates on expectations of examiners as they approach the subject during national examinations

13.2   AIMS OF THE SYLLABUS

The English Examination Syllabus aims to:
  a.   assess the level of the candidate's ability in English at the end of the secondary school course
  b.   assess the candidates' potential for further education

13.3   ASSESSMENT OBJECTIVES

Candidates should be able to:
  a.   demonstrate knowledge of English grammar, vocabulary and usage
  b.   write continuous prose in certain conventional styles
  c.   make their own notes from what they read
  d.   demonstrate an understanding of a written passage
  e.   demonstrate an understanding and appreciation of literature in relation to selected books
  NB: A pass in English is one of the conditions for the award a Malawi School Certificate of Education

13.4   ASSESSMENT FORMAT

The examination shall consist of Papers I, II and III as follows:
  a.   Paper I: Grammar and Composition worth **70 marks for a duration of 1 hour 45 minutes**
  b.   Paper II: Summary and Comprehension worth **60 marks for a duration of 1 hour 45 minutes**
  c.   Paper III: Literature in English worth **70 marks for a duration of 2 hours**

13.5   DETAILS OF THE EXAMINATION PAPERS

13.5.1   Paper I: Grammar and Composition

This paper shall have two sections, A and B, and is worth **70 marks**. In Section A, candidates shall be required to answer 30 Multiple Choice questions based on grammar items, vocabulary and usage covered in the Senior Secondary Teaching Syllabus for English. Section B shall consist of two Composition questions from which candidates shall be required to **answer one.**

13.5.1.1   Section A: Grammar (multiple choice) items

Content and skills to be measured include:
  a.   Prepositional structure
  b.   Registers

[Msce 10th Syllabus](#)

Mark Steyvers

Msce 10th Syllabus:

Secondary School Science Competitions ,2006 *Staff Newsletter* ,1983 **PPI California Civil Surveying Practice Exams, 4th Edition eText - 1 Year** Peter R. Boniface,Allan Y. Ng,2018-12-28 Realistic Practice for the California Civil Surveying Exam California Civil Surveying Practice Exams contains two 55 problem multiple choice exams consistent with the California Civil Engineering Surveying exam s format and specifications Like the actual exam the problems in this book require an average of three minutes to solve Comprehensive step by step solutions demonstrate accurate and efficient problem solving approaches Author commentary is provided in the solutions explaining common pitfalls and suggesting time saving shortcuts Taking each exam in California Civil Surveying Practice Exams within the same 2 5 hour time limit as the actual exam will simulate exam conditions enhance your time management skills and help you identify which references you ll need most on exam day Topics Covered Accuracy and Error Analysis Construction Surveys Preparation of Reports and Maps Topographic Surveys Key Features Consistent with the exam scope and format Learn accurate and efficient problem solving approaches Connect relevant theory to exam like problems Solve problems under exam like timed conditions Binding Paperback Publisher PPI A Kaplan Company **Developing Effective Policies for HIV/AIDS Education practice in Sub Saharan Africa: The Case of Urban Schools of Malawi: A synergy of pupils needs, policies and practice** Paul Makocho,2014-11 HIV AIDS has been named the Sub Saharan disease In countries that have achieved significant declines in HIV prevalence young people have registered the biggest behavioural changes It means they hold the keys not only to our understanding of the epidemic but more importantly to the efforts required to stem the tide of infections However the majority of young people are ignorant of how to prevent transmission have low compliance to condom use which is in some cases accentuated by misconceptions about HIV AIDS transmission and have insufficient knowledge regarding transmission and avoidance behaviours As such consensus on feasible preventive interventions target young people particularly those in schools It is on this premise that the book unlocks the key pillars in effective HIV AIDS education policies and practices The study has drawn upon the experiences of selected Urban Schools in Malawi to explore the needs of young people in classroom the extent to which the classroom practices respond to the needs and the factors influencing these using questionnaires interviews lesson observations and document analysis Malawi typically represents most Sub Saharan African countries in terms of challenges faced by education systems Given the similar cultural settings of the people of Sub Saharan Africa the findings and recommendations of the study generalises to the education systems of Sub Saharan Africa to a greater extent The book shows the need for open discussion climates on HIV AIDS issues despite a conservative cultural and religious adult world that is not open It has also identified a need for explicit and accurate knowledge on HIV AIDS issues opportunities to acquire behavioural skills for HIV prevention and involvement of external speakers in classroom HIV AIDS education Current classroom practice does not address the pupils needs adequately Factors influencing this can be linked to

lack of policies responsive to culture and religion ineffective and inadequate teaching policy guidelines and lack of a policy prioritising HIV AIDS education The findings suggest that in future effective HIV AIDS Education needs to be informed by the pupils needs To address these needs support from the wider society and related policies coupled with appropriate management and classroom practice will be required The book is therefore an indispensable tool for education systems in Sub Saharan Africa It provides an effective model for the development of effective HIV AIDS policies and practices in HIV AIDS education curricula   Annual Report Malawi. National Commission for Unesco,1984   *Tizame* ,1988   **Consequences** ,   **Moni** ,1999   **Religion in Malawi** ,1987   **Senior Comprehensive History of Central Africa** Harry James Kamwaza,2007   **Commonwealth Universities Yearbook** ,1986   **Needs Assessment Survey for Secondary Education in Malawi** Dennis Danny Chimwenje,J. J. Bisika,J. J. Makurwira,1995   **The World Who's who of Women** ,1974   **Who's who in California Business and Finance** ,1980   **Engineering News-record** ,1953   The Monthly Supplement ,1952   **Who's who in Engineering** John W. Leonard,Winfield Scott Downs,M. M. Lewis,1964   **Who's who in Engineering** ,1931   **Who's who in the West** ,2000   **Who's Who in the South and Southwest, 1984-1985** Marquis Who's Who, LLC,1984

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